NĂNG LỰC TOÀN CẦU CỦA GIÁO VIÊN VÀ CÁN BỘ QUẢN LÝ TRƯỜNG HỌC TẠI VIỆT NAM: NHẬN THỨC, SỰ SẴN SÀNG, THÁCH THỨC VÀ THỰC HÀNH NGHỀ NGHIỆP

GLOBAL COMPETENCE AMONG TEACHERS AND SCHOOL MANAGERS IN VIETNAM: AWARENESS, READINESS, CHALLENGES AND PROFESSIONAL PRACTICE

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	Năng lực toàn cầu được xem là năng lực quan trọng đối với giáo viên và cán bộ quản lý giáo dục trong bối cảnh hội nhập quốc tế. Nghiên cứu này khảo sát mức độ nhận thức, sự sẵn sàng, các thách thức và việc vận dụng năng lực toàn cầu trong thực hành nghề nghiệp của giáo viên và cán bộ quản lý trường học tại Việt Nam. Dữ liệu được thu thập thông qua khảo sát bằng bảng hỏi với 286 người tham gia. Kết quả cho thấy người tham gia nhìn chung có mức độ nhận thức và sự sẵn sàng từ trung bình đến cao, đặc biệt trong việc đánh giá vai trò của giáo dục liên văn hóa. Tuy nhiên, việc triển khai năng lực toàn cầu vẫn gặp nhiều thách thức, bao gồm hạn chế về năng lực ngoại ngữ, áp lực thời gian, quy định quản lý phức tạp và sự hỗ trợ chưa đồng bộ từ phía nhà trường. Trong thực tiễn, việc ứng dụng công nghệ để tích hợp các yếu tố toàn cầu được sử dụng phổ biến hơn so với hợp tác trực tiếp với các đối tác quốc tế. Trên cơ sở đó, nghiên cứu nhấn mạnh sự cần thiết của việc lồng ghép năng lực toàn cầu vào các chương trình bồi dưỡng giáo viên và cán bộ quản lý.
	ABSTRACT *Global competence is increasingly regarded as an essential competence for teachers and educational administrators in the context of international integration. This study investigates the levels of awareness, readiness, challenges and the application of global competence in the professional practices of teachers and school managers in Vietnam. Data were collected through a questionnaire-based survey involving*

286 participants. The findings indicate that participants generally demonstrated moderate to high levels of awareness and readiness, particularly in recognizing the importance of intercultural education. However, the implementation of global competence continues to face several challenges, including limited foreign language proficiency, time constraints, complex administrative regulations and insufficient institutional support. In professional practice, the use of technology to integrate global elements was more prevalent than direct collaboration with international partners. Based on these findings, the study highlights the need to integrate global competence into professional development programs for teachers and educational administrators to enhance the effectiveness of implementation.

1. Introduction

In the context of globalization and international integration, global competence has increasingly been recognized as an essential skill for teachers and school managers. This competence encompasses knowledge, skills, attitudes, values and the ability to interact effectively in multicultural environments. OECD and UNESCO emphasize that fostering global competence enables students to become global citizens capable of cooperation and addressing cross-border challenges. Consequently, many countries highlight the importance of developing global competence among teachers and school managers, as they play a crucial role in guiding and supporting students in this process. Examining their awareness, readiness nd professional practices related to global competence is essential for assessing the current situation and identifying strategies for improvement. A clear understanding of awareness, readiness, barriers and levels of practical application serves as the foundation for designing professional development programs, policies and institutional strategies to enhance the effectiveness of global education.

Although numerous studies have addressed global competence, research focusing on the awareness and readiness of teachers and school managers in Vietnam remains limited. Herefore, this study aims to explore the awareness, readiness, challenges and application of global competence among teachers and school managers in Vietnam, based on data collected from 286 participants through a structured questionnaire and analyzed using descriptive statistics.

2. Literature review

The concept of global competence has been increasingly emphasized in educational research and practice as a crucial skill for learners and educators in the 21st century. Banks (2008) defines education for diversity and global citizenship as the foundation for preparing individuals to live and work in a multicultural and interdependent world. Similarly, Mansilla and Jackson (2011) conceptualize global competence as the capacity to examine global and intercultural issues critically, understand multiple perspectives and act responsibly for collective well-being. International organizations have also provided key frameworks to guide global competence education. Among these, the OECD (2018) PISA Global Competence Framework serves as the primary conceptual foundation for the present study, as it clearly articulates the knowledge, skills, attitudes, and values required for engaging with global and intercultural challenges in formal education systems. UNESCO (2015) and Oxfam (1997) have also outlined the principles and learning objectives of global citizenship education,

stressing inclusivity, sustainability and social justice as central to educational reform.

Building on these global perspectives, scholars have explored how teacher education can integrate global competence into curriculum and pedagogy. Güler (2024) highlights the need for teacher educators to be well-prepared in embedding global competencies into their programs, while Yaccob, Yunus and Hashim (2022) found that English as a Second Language (ESL) teachers perceive global competence as essential in creating meaningful cross-cultural learning experiences. Reimers (2009) further argues that equipping teachers with global competencies enables students to navigate an interconnected world responsibly and empathetically. In Vietnam, the integration of global citizenship and global competence into education has gained growing attention in recent years. Nguyen Thi Toan and Le Thi Quynh Nga (2020) emphasized that the Fourth Industrial Revolution (Industry 4.0) presents both opportunities and challenges for developing global citizenship education, requiring schools to prepare learners with adaptive and intercultural skills. Nguyen Thi Kim Dung (2020) similarly stressed the importance of cultivating global citizenship skills among teachers and students in the context of international integration.

Finally, Torres (2022) provides a philosophical and pedagogical grounding for global citizenship education, suggesting that global competence must be understood not only as a set of skills but also as a transformative educational approach that promotes critical consciousness and ethical responsibility. Taken together, these studies suggest that global competence involves cognitive, social and emotional dimensions that teachers and school managers must develop to educate globally minded citizens. However, despite the availability of well-established global frameworks, empirical research examining teachers' and school managers' awareness and readiness for global competence-particularly in the Vietnamese context-remains limited

3. Methodology

3.1. Research design

This study employed a quantitative survey design to explore teachers' and school managers' awareness and readiness for global competence. This design was chosen to collect data from a large and diverse sample, allowing for descriptive and comparative statistical analyses.

3.2. Participants

A total of 286 participants were surveyed, including 245 teachers (85.7%) and 41 school managers (14.3%). All participants were learners enrolled in professional training courses for homeroom teachers and educational managers. These training courses were conducted online, attracting participants from various regions across Vietnam, including teachers from both preschool and general education levels. The participants represented diverse age groups and educational backgrounds: Age: 39.2% were aged 30-40; 24.8% were 41-50; 28% were under 30 and 7.7% were over 50. Educational qualification: 87.8% held a Bachelor's degree; 11.9% held a Master's degree; and 0.3% held a Doctorate.

3.3. Research instrument

The questionnaire was developed based on theoretical frameworks of global competence proposed by OECD (2018) and UNESCO (2015). It consisted of two main sections: (1) demographic information and (2) statements assessing awareness and readiness for global competence. All items were rated on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). The internal consistency of the survey instrument was assessed using Cronbach's Alpha. The overall reliability for the 21-item questionnaire was excellent ($\alpha = .962$), indicating a high level of consistency among the items.

Table 1: Reliability of the instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
.962	21

Item-total statistics further confirmed the reliability of each construct. For the section on participants' awareness of global competence (Items A1–A6), corrected item-total correlations ranged from .721 to .829 and Cronbach's Alpha if item deleted varied between .959 and .961, suggesting that all items contributed positively to the scale's internal consistency.

Similarly, items measuring the practice of integrating global competence into teaching and administration (Items B1–B4) showed corrected item-total correlations between .681 and .747, with Cronbach's Alpha if item deleted ranging from .960 to .961. Items assessing barriers and challenges (Items C1–C6) had corrected item-total correlations between .588 and .664, with

Cronbach's Alpha if item deleted from .961 to .962. Finally, items regarding participants' readiness and commitment to developing global competence (Items D1–D6) demonstrated corrected item-total correlations from .750 to .821, with Cronbach's Alpha if item deleted between .959 and .960. Overall, these results indicate that the survey instrument was highly reliable, and each item contributed meaningfully to the measurement of the intended constructs. Item–total statistics indicated that all items met the reliability requirements, with corrected item–total correlations exceeding 0.5. Cronbach's Alpha if item deleted remained stable across all items, confirming that no item needed to be removed from the scale.

Table 2: Reliability of the global competence scale

Scale	Number of items	Cronbach's Alpha	Corrected Item–Total Correlation (range)	Cronbach's Alpha if Item Deleted (range)
Global Competence	21	0.96	0.59 – 0.83	0.959 – 0.962

3.4. Data collection procedure

Data were collected through an online survey, distributed to participants via the institution's learning platforms. Participants were clearly informed about the purpose of the study and were asked to provide informed consent voluntarily before completing the questionnaire.

3.5. Data analysis

Descriptive statistics, including means, standard deviations, and frequency distributions, were calculated using SPSS version 26.0 to analyze participants' demographic characteristics as well as their levels of awareness and readiness for global competence.

3.6. Ethical considerations

This study adhered to ethical standards in educational research. Participation was entirely voluntary and participants were informed about the research objectives before responding to the survey. All collected data were kept confidential and used solely for academic purposes. No identifying information such as names or institutional affiliations was collected to ensure anonymity. Informed consent was obtained electronically and participants were free to withdraw from the survey at any time without any negative consequences. All research activities were conducted in accordance with the ethical principles of respect, beneficence and justice in social science research.

4. Findings

4.1 Awareness of global competence

Table 3: Means and standard deviations of participants' awareness of global competence

Descriptive Statistics	N	Mean	SD
I have a clear understanding of the concept of global competence from the perspective of international organizations such as OECD and UNICEF	286	3.77	1.344
I have a clear understanding of the components that constitute global competence, including knowledge, skills, attitudes and values	286	3.75	1.347
I recognize the significance of fostering students' development as global citizens through education.	286	3.86	1.233
I am aware of the role of intercultural education in the context of globalization	286	3.91	1.208
I understand the role and benefits of organizing or participating in school activities with international elements	286	3.88	1.206
I am aware of the importance of developing global competence for Vietnamese educational administrators and teachers	286	3.88	1.207

As shown in Table 3, a moderate item-total mean was indicated in participants' understanding of the concept of global competence from the perspective of international organizations such as OECD and UNICEF (M = 3.77, SD = 1.34) and in their understanding of the components that constitute global competence, including knowledge, skills, attitudes and values (M = 3.75, SD = 1.35). Similarly, a moderate to high level of agreement was found regarding participants' recognition of the significance of fostering students' development as global citizens through education (M = 3.86, SD = 1.23). A high level of agreement was observed for participants' awareness of the role of intercultural education in the context of globalization (M = 3.91, SD = 1.21)

and their understanding of the role and benefits of organizing or participating in school activities with international elements (M = 3.88, SD = 1.21). Moreover, participants reported a high level of awareness regarding the importance of developing global competence for Vietnamese educational administrators and teachers (M = 3.88, SD = 1.21).

These findings indicate that participants generally have a positive awareness of global competence, particularly regarding intercultural education and the practical application of global activities. However, their understanding of the core components of global competence remains moderate, suggesting a potential area for further professional development.

4.2. Readiness for global competence

Table 4: Means and standard deviations of participants' readiness to integrate global competence

Descriptive Statistics	N	Mean	SD
I am committed to facilitating students' participation in international exchange programs	286	3.82	1.374
I am willing to serve as a bridge for my colleagues regarding opportunities to study or work in a global environment	286	3.86	1.363
I will improve my language and technological skills to connect with and learn from global experts and transnational classrooms	286	3.88	1.319
I am committed to incorporating global perspectives into my teaching or administrative practices whenever opportunities arise	286	3.87	1.340
I will participate in educational projects in collaboration with international partners	286	3.77	1.384

Descriptive Statistics	N	Mean	SD
I am committed to engaging in global competence training programs under the guidance of both Vietnamese and international experts to strengthen my cross-cultural networking and language proficiency	286	3.86	1.340

Table 4 indicates that participants expressed moderate to high levels of readiness to engage in global competence development activities. They showed commitment to facilitating students' participation in international exchange programs (M = 3.82, SD = 1.37) and willingness to act as a bridge for colleagues regarding opportunities to study or work in a global environment (M = 3.86, SD = 1.36). Moreover, respondents intended to improve their language and technological skills to connect with global experts and transnational classrooms (M = 3.88, SD = 1.32) and were committed to integrating global perspectives into their teaching or administrative practices whenever opportunities arose (M = 3.87, SD = 1.34). Participation in educational projects with international partners (M = 3.77, SD = 1.38) and engagement in global competence training programs under the guidance of Vietnamese and international experts (M = 3.86, SD = 1.34) were also moderately agreed upon. Overall, these results indicate that participants are positively inclined toward applying global competence, demonstrating motivation and proactive readiness for professional growth in this area.

4.3. Challenges in implementing global competence

Table 5: Means and standard deviations of reported barriers to integrating global competence

Descriptive Statistics	N	Mean	SD
Language barriers hinder my ability to access academic resources and effectively communicate with international partners	286	3.66	1.386
Lack of time is a barrier that makes it difficult for me to implement activities with a global dimension	286	3.61	1.444
Most leaders, colleagues, students, and parents at my school are not yet ready to accept or support educational content with a global focus	286	3.44	1.502
The development of students' global skills is currently not mandated in most schools, which creates difficulties for me in implementing related activities	286	3.45	1.490
The complexity of legal regulations constitutes a significant obstacle to my implementation of global education initiatives	286	3.57	1.449

Analysis of Table 5 reveals several obstacles participants face in implementing global competence. Language barriers were perceived as limiting access to academic resources and effective communication with international partners (M = 3.66, SD = 1.39). Similarly, lack of time was identified as a constraint in implementing activities with a global dimension (M = 3.61, SD = 1.44).

Participants also noted moderate difficulties regarding stakeholders' readiness: most leaders, colleagues, students and parents were not fully prepared to accept or support globally-focused educational content (M = 3.44, SD = 1.50). Furthermore, the absence of mandated development of students' global skills in most schools posed additional challenges (M = 3.45, SD = 1.49). The complexity of legal regulations was highlighted as a significant obstacle to implementing global education initiatives (M = 3.57, SD = 1.45). These findings indicate that external factors significantly influence the successful integration of global competence, despite participants' awareness and readiness.

4.4. Practical experience in applying global competence

Table 6: Means and standard deviations of participants' practical experience in applying global competence

Descriptive Statistics	N	Mean	SD
I have previously integrated global elements into my teaching or administrative work	286	3.58	1.409
I have previously encouraged students to discuss global issues	286	3.63	1.355
I have previously used technology to support the integration of global elements into my professional activities	286	3.70	1.345
I have previously connected or collaborated with international partners in teaching or management	286	3.51	1.391

Examination of Table 6 indicates that participants reported moderate practical experience in applying global competence in their professional roles. They moderately agreed that they have previously integrated global elements into teaching or administrative work (M = 3.58, SD = 1.41) and encouraged students to discuss global issues (M = 3.63, SD = 1.36).

The integration of technology to support global elements received a slightly higher mean score (M = 3.70, SD = 1.35), suggesting that participants are actively using digital tools to facilitate global competence in practice. Collaboration with international partners in teaching or management was reported at a moderate level (M = 3.51, SD = 1.39), indicating that opportunities for transnational engagement are still somewhat limited.

These findings imply that while participants have begun to apply global competence in practice, the extent and depth of implementation vary and there remain considerable opportunities for expanding international collaboration and practical application. Structured support, professional development and access to resources are essential to strengthen participants' practical experience in fostering global competence.

5. Discussion

The study indicated that Vietnamese educational administrators and teachers were generally aware of the importance of global competence in education and were willing to integrate it into their professional practices.

Most participants perceived global competence as essential for both themselves and their students. This aligns with Banks (2008), Mansilla and Jackson (2011) and Güler (2024), who emphasized that developing global competence among education professionals is crucial for fostering students' global citizenship and intercultural understanding. Global competence supports skills such as cross-cultural communication, critical thinking, ethical reasoning and adaptability, which are necessary in a globally interconnected world (Nguyen Thi Toan & Le Thi Quynh Nga, 2020; Nguyen Thi Kim Dung, 2020). In the Vietnamese educational context, these findings reinforce the growing recognition of global competence as a key professional requirement for both teachers and school managers.

Despite this general awareness, the moderate mean scores for administrators' and teachers' understanding of global competence elements indicate a gap between recognition of its importance and detailed knowledge. Some participants were aware of global competence but lacked clarity on its components, such as knowledge, skills, attitudes and values, as defined by international frameworks (OECD, 2018; UNESCO, 2015). Awareness alone may not translate into effective professional practices unless participants receive targeted guidance and professional development. Although many reported participating in internationally-related programs, these programs may not have provided sufficient depth to ensure a strong

understanding of global competence concepts. Therefore, specific support, structured training, and professional development initiatives are necessary to enhance administrators' and teachers' knowledge and competencies (Yaccob, Yunus, & Hashim, 2022).

The findings also highlighted participants' readiness to implement global competence in their professional practice. High mean scores indicated willingness to facilitate student participation in international programs, act as bridges for colleagues and integrate global perspectives into teaching and administrative work. This positive disposition suggests that Vietnamese administrators and teachers are motivated to expand their professional practices beyond local content, which is essential for cultivating globally competent students (Reimers, 2009; Torres, 2022). However, readiness at the individual level does not necessarily imply sufficient institutional capacity to support sustained implementation.

Barriers to implementation were also identified. Participants reported challenges including language limitations, time constraints, low readiness among colleagues and parents, and unclear regulations regarding the development of students' global skills. These obstacles, although moderate, highlight the need for institutional support and systemic adjustments to facilitate practical engagement with global competence (Oxfam, 1997; Reimers, 2009). Such barriers reflect structural constraints within schools, suggesting that individual motivation alone is insufficient without supportive policies and organizational conditions.

Regarding practical experience, participants demonstrated moderate application of global competence in teaching, administrative tasks, and school activities. They incorporated global elements into lessons, encouraged discussions on global issues and utilized technology to support these practices. Collaboration with international partners, however, was less frequent, indicating that opportunities for international networking and exchange remain limited (Yaccob, Yunus, & Hashim, 2022). While participants were willing and partially equipped, institutional and structural support is required to expand practical implementation. This gap between high readiness and limited international collaboration suggests that external partnerships and regulatory frameworks remain key constraints in the Vietnamese context.

Taken together, the results imply that Vietnamese educational administrators and teachers hold positive perceptions toward global competence and its integration into professional practice but face gaps in knowledge, practical application and systemic support. These findings have implications for curriculum designers, teacher education programs and policymakers to design professional development initiatives that are specific, structured and contextually relevant. Enhancing understanding of global competence elements, practical strategies and collaborative opportunities with international partners can strengthen globally competent teaching and school leadership. Future initiatives should prioritize institution-level strategies alongside individual capacity building to ensure sustainable integration of global competence in schools.

6. Conclusion

Overall, Vietnamese educational administrators and teachers demonstrate awareness of the importance of global competence for both themselves and their students. They are motivated to integrate global perspectives into teaching and administrative practices, although their detailed knowledge and practical application remain moderate. The study emphasizes the need for systematic professional development programs, supportive school policies and opportunities for international collaboration to bridge the gap between awareness and effective implementation. The findings also highlight the importance of

addressing barriers, including language limitations, time constraints and insufficient systemic guidance, to ensure sustainable integration of global competence in schools. By focusing on both knowledge enhancement and practical application, teacher and administrator education programs can better prepare education professionals to cultivate globally competent students. Future research could explore the impact of administrators' and teachers' global competence on student learning outcomes and compare perceptions among experienced and novice professionals. Large-scale studies using mixed-methods approaches may provide deeper insights into effective strategies for fostering global competence in the Vietnamese educational context.

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